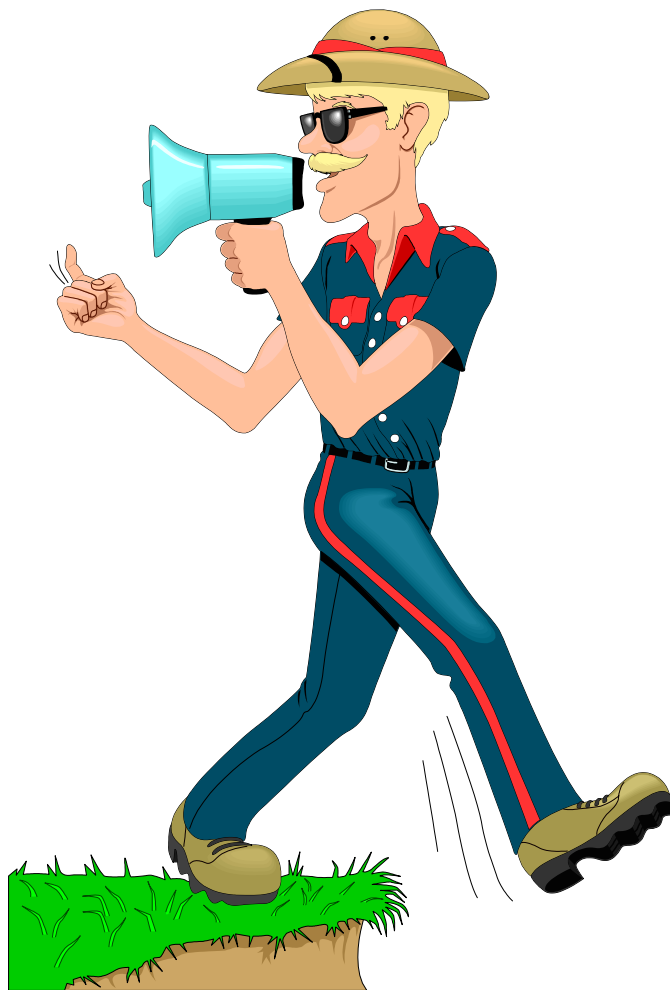


LOOKING FOR WORK EXPERIENCE

Teacher's book introduction



TBL METHODOLOGY-“A FRAMEWORK FOR TASK-BASED LEARNING”

Why Task Based Learning?

Why choose TBL as language teaching method? We have to ask ourselves that question, because if we, as language teachers, don't know which method we are teaching according to or if we do not think about teaching methodology in relation to the different types of learners, to levels, to materials and last but not least to the learning processes of the individual learner, we might as well not teach!

Therefore, when we choose TBL, there should be a clear and defined purpose of that choice. Having chosen TBL as language teaching method, the teacher thereby recognizes that “teaching does not and cannot determine the way the learner's language will develop” and that “teachers and learners cannot simply choose what is to be learned”. “The elements of the target language do not simply slot into place in a predictable order” (Peter Skehan 19). This means that we, as teachers, have to let go of the control of the learning process, as if there ever was one! We must accept that we cannot control what each individual learner has learnt after for example two language lessons and as Peter Skehan says “instruction has no effect on language learning”(18). We must realize and accept that the learning processes of each individual are different and that these processes progress at individual speeds.

In TBL the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it. This sequence resembles the learning process a child unconsciously goes through in the early childhood when it begins to learn its mother tongue. The child listens, observes, experiments and finally at some point becomes conscious of the language and its different forms. This consciousness about the language and its different forms cannot be predicted or controlled. It depends on the individual human being.

One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognise differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language.(Michael Lewis 15). All in all, TBL is language learning by doing.

Our task has been taken from “ A framework for Task-based Learning” by Jane Willis and “A Task-based approach to Teaching English for Science and Technology” in which the first thing we can read is the different definitions about what a “TASK” is. A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs.

A Task is: *“a goal oriented activity in which learners use language to achieve a real outcome.” (WILLIS)*

- Do a puzzle
- Play a game

A Task is: *“hundred and one things people do in everyday life.” (LONG)*

- Buying a pair of shoes
- Making an airline reservation

A Task is: *“activity or action which is carried out as the result of processing or understanding language (as a response)” (RICHARDS, PLATT AND WEBER)*

- Drawing a map while listening to an instruction

“A task – based approach sees the learning process as of learning through doing”
(SKEHAN)

A task is: *“ series of graded activities that require learners to work with the target language, with the purpose of preparing learners to meet the challenges of real-world functions (NNCT’s learners needs)” (WILLIS & SKEHAN)*

Willis’ scheme requires students to report publicity after going through several tasks.

A Task-Based approach to Language

- allows for a needs analysis to be matched to identified student needs
- is supported by the research findings of classroom-centered language learning
- allows evaluation to be based on testing referring to task-based criterion
- allows for form-focussed instruction

We are focusing the attention on the Willis' one.

“TASKS are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”

So we should select topics that will motivate learners, engage their attention and promote their language development as efficiently as possible. One of our tasks is to find practical information for students who are going to be doing their work experience in companies in the San Sebastián /Donostia surrounding area for a period of thirteen weeks.

That is why we have selected topics such as:

- Filling a personal details form
- Instructions to withdraw money at a cash dispenser
- Instructions to open a current account or savings account at a bank
- Requirements to get a bus card
- Requirements to get a bank student card
- Instructions how to complete a cheque
- Making inquiries

in which students will be involved in daily life. All tasks should have an outcome. The tasks are related to a student's needs visiting the Basque Country for three months.

These tasks will be developed later on. But first, we are exposing the framework process.

In the *pre-task stage* we present the situation and the necessary vocabulary.

In the *task stage* the students complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps to correct the completed tasks in oral or written form. One of the pairs performs their dialogue in front of the class and once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own.

In the *assessment criteria* the student will be able to fill a formulaire in, to withdraw money at a cash dispenser and at the cashier desk, to get a bus card, to make inquiries, to complete a cheque and to get a bank student card.

Just in order to see the TBL cycle, we are enclosing the following frameworks :

A TBL Framework
For beginners and elementary students

PRE TASK

Introduction to subject and task.
Thorough introduction to topic by teacher
Use of pictures, posters and demonstrations

TASK CYCLE

Several sets of short tasks
Followed by teacher walk through of tasks

Gradual increase in the importance of
Planning
Report
Presentation

LANGUAGE FOCUS

Selecting, identifying and classifying common words and phrases
Practice of language and phrases in classroom
Building personal dictionaries

Let us have a brief explanation about the different phases:

The *pre-task phase* introduces the class to the topic and the task, activating topic-related words and phrases.

The *task cycle* offers learners the chance to use what ever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task.

The *last phase* in the framework, language focus, allows a closer study of some of the specific features occurring in the language used during the task cycle.

The teaching techniques required for task-based learning are not very different from those of ordinary language teaching . The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity, and less direct, up-from teaching.

MAIN GOAL

Students should be able to understand and reproduce texts and basic messages in German, Danish, Spanish, Basque, Gaelic, Dutch and Rumanian related to the daily and cultural and professional life.

TASKS DESCRIPTION

The Tasks are designed for students who need to learn the language as they are getting their work experience.

INTRODUCTION

After having had a look at the Task-Based Learning methodology in the first part, we are exposing different basic tasks for a student having work experience in a foreign country,

TEACHER'S NOTES

The four skills-reading, writing, listening and speaking-are practiced and developed in the units.

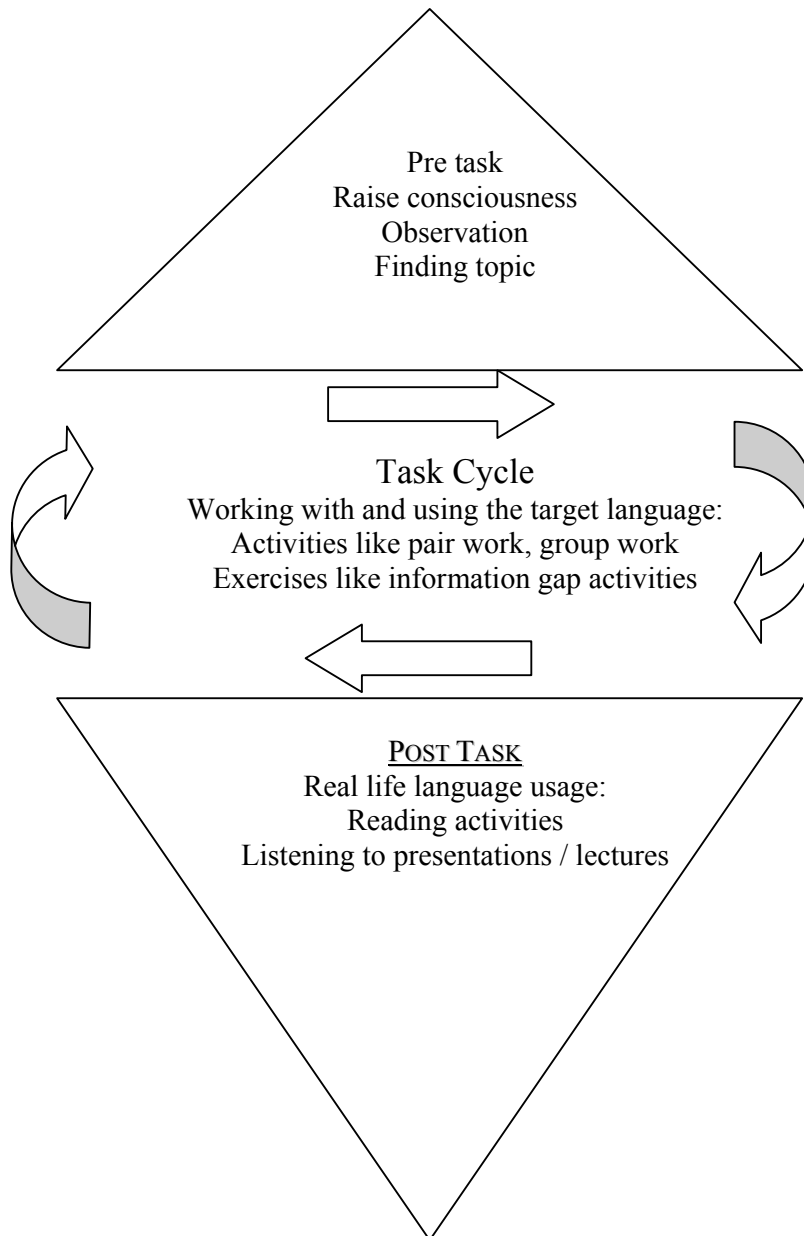
Listening: The listening extracts are relevant to the situations a student can find in a foreign country.

Speaking: Students practise the language through realistic tasks and there is help with the appropriate language necessary in the different situations.

Reading: Students practice the language reading realistic situations.

Writing: Students are given the opportunity to consolidate what they are learning by means of exercises.

ROADMAP OF THE UNITS



PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary
- Structures
- The teachers perform the dialogue (once)
- Objective

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to reproduce the situation and remember the words he has learnt

SELF-ASSESSMENT SHEET

- Which words do you remember?

.....

- Are you capable of reproducing the situation?

.....

- Did you find it difficult to pronounce the words?

.....

- Would you have preferred to have the dialogue right from the start?

.....

UNIT 1 : SOCIALIZING

3 HOURS



BEGINNERS LEVEL

MATERIAL

- VIDEO SEQUENCES
- TEXTS AND FILES

-Filling gaps, matching questions and answers, putting in order, completing different roles in a dialogue.

- KEYS
 - at a bar
 - at a supermarket

SOCIALIZING

INTRODUCTION

GENERAL OBJECTIVE

- To be able to introduce yourself
- To be able to buy daily basic items

SPECIFIC OBJECTIVES

- To determine the needs a student, getting his work experience, can have in a foreign country

FUNCTIONS

- Elementary questions and answers to get personal information
- Shopping in different kinds of shops

LANGUAGE

- Structures for questions about name, age, nationality, likes and dislikes, telephone number.
- Structures for shopping

VOCABULARY

New vocabulary which is topic-based and directly related to the student's needs.

SUMMARY

1.- GIVING PERSONAL DETAILS WHEN MEETING SOMEONE60'	
(INTRODUCING YOURSELF	
2.-AT A BAR60'	
3.-AT A SUPERMARKET60'	
➤ AT THE BREAD COUNTER	
➤ AT THE FISH COUNTER	
➤ AT THE MEAT COUNTER	
➤ AT THE CHECK OUT	

ROADMAP OF THE LESSON

1.-INTRODUCING YOURSELF

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the cards and have them repeat the words until memorized
- Vocabulary: name, country, age, twenty-one, twenty-two profession, likes and dislikes, city, telephone numbers...
- Structures: what's your name? Where are you from? How old are you? What do you do? What do you like? Where do you live? What's your telephone number?...
- The teachers perform the dialogue (once)
- Objective: Introducing yourself.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to introduce himself and remember the words he has learnt

AUTOEBALUAZIO ORRIA

- Zein hitz gogoratzen dituzu

.....

- Taberna batean eskatzeko gauza al zara?

.....

- Hitzak ahoskatzea zaila egin al zaizu?

.....

- Nahiago al zenuen elkarrizketa aurrez idatzita izatea?

.....

1.1.-GALDEKETA

Galdeketa hau oinarrituta dago Herberetako taldeak Bruselan aurkeztutako aurkezpenean

Galdeketa egiteko txartelak, karpetak eta argazkiak erabiliko ditugu tabernako atazan bezala.

1.1-DATU PERTSONALAK

1.-NOLA DUZU IZENA? NI	<div data-bbox="727 655 977 808">MAITE KLAUS</div>	NAIZ
2- NONGOA ZARA?	<div data-bbox="683 835 1066 1031">EUSKAL HERRIKOA ALEMANIAKOA</div>	NAIZ
3.-ZENBAT URTE DITUZU?	<div data-bbox="862 1083 1112 1287">22 URTE 21 URTE</div>	DITUT
4.-ZEIN DA ZURE LANBIDEA? NI	<div data-bbox="818 1375 1156 1579">IKASLEA IRAKASLEA</div>	NAIZ

5.-ZEINTZUK DIRA ZURE ZALETASUNAK? NIRE ZALETASUNAK

ZINEMA,
KIROLAK,
IRAKURTZEA,
MUSIKA,...

DIRA

6.-NON BIZI ZARA?

DONOSTIAN
LUDWIGSHAFENeN

BIZI NAIZ

7.- ZEIN DA ZURE TELEFONO ZENBAKIA? NIRE TELEFONO ZENBAKIA:

ETXEKOA
OO-34-943-43-65-74
ESKUKOA
OO-34-653-45-23-54

DA

1.2-DATU PERTSONALAK

1.- NOLA DUZU IZENA? NI
ETA ZU?

MAITE
KLAUS

NAIZ

2.- NONGOA ZARA? NI
ETA ZU?

EUSKAL HERRIKOA
ALEMANIAKOA

NAIZ

3.- ZENBAT URTE DITUZU?
ETA ZU?

22 URTE
21 URTE

DITUT

4 ZEIN DA ZURE LANBIDEA?
ETA ZU?

IKASLEA
IRAKASLEA

NAIZ

5 ZEINTZUK DIRA ZURE ZALETASUNAK? NIRE ZALETASUNAK
ETA ZUREAK?

ZINEMA, KIROLA
IRAKURKETA,
MUSIKA,...

DIRA

6 NON BIZI ZARA?
ETA ZU?

DONOSTIAⁿ
LUDWIGSHAFEN^{eN}

BIZI NAIZ

7.- ZEIN DA ZURE TELEFONO ZENBAKIA? NIRE TELEFONO ZENBAKIA(k):

ETA ZUREA?

ETXEKOA
OO-34-943-43-65-74
ESKUKOA
OO-34-653-45-23-54

ROADMAP OF THE LESSON

2.-TABERNAN

ATAZAURREA

- Gaia girotu eta hiztegia landu
- Argazkiak erakutsi eta hitzak errepikarazi buruz ikasi arte
- Hiztegia: tortilla, ardoa, bost, euro, kaixo, agur
- Egiturak: Zein ona! Zenbat da?
- Irakasleok elkarrizketa antzeztu (behin)
- Helburua: Taberna batean eskatzea.

ATAZA

<u>Binaka</u>	<u>Prestaketa</u>	<u>Azalpena</u>
<ul style="list-style-type: none">• Ikasleek binaka egiten dute ataza, irakasleak elkarrizketak entzungo ditu	<ul style="list-style-type: none">• Irakasleak, idatziz, zein ahoz, egindakoa zuzentzen lagunduko du.	<ul style="list-style-type: none">• Bikote batek egoera ikasle guztien aurrean antzeztuko du.
<h4><u>Feed-backa</u></h4> <ul style="list-style-type: none">• Ataza egindakoa, ikasleek jatorrizko hitzunik antzeko egoeran ikusiko dituzte beraien lanarekin aldaratzeko		

Ebaluaketa irizpideak

Ikaslea gauza izango da nahi duena eskuratzeko eta ikasitako hitzak gogoratzeko

AUTOEBALUAZIO ORRIA

- Zein hitz gogoratzen dituzu

.....

- Taberna batean eskatzeko gauza al zara?

.....

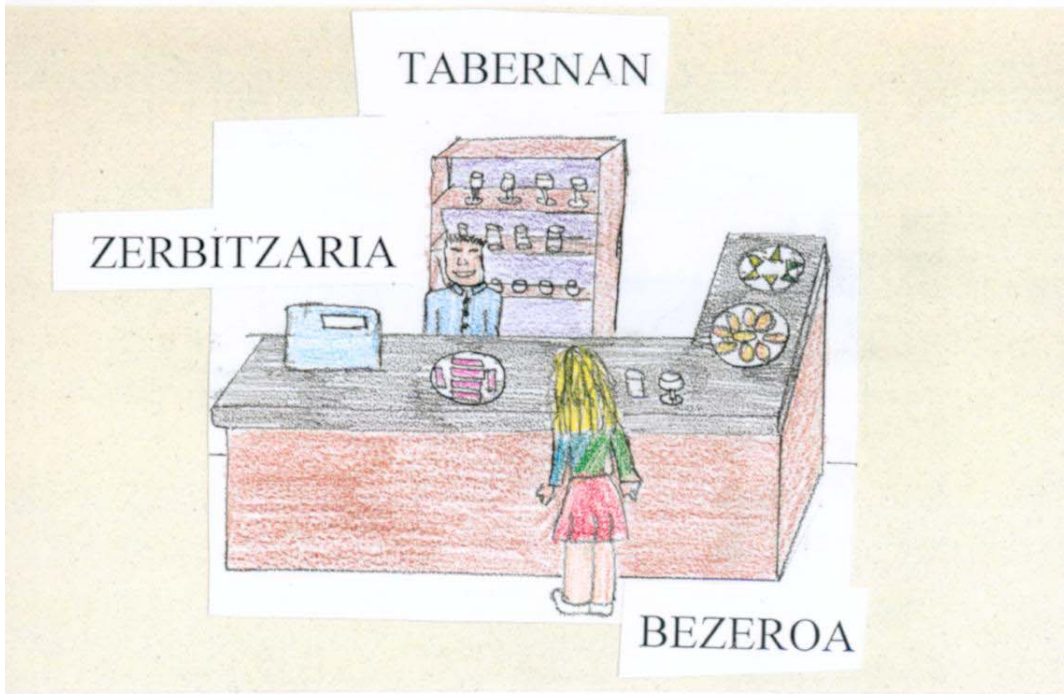
- Hitzak ahoskatzea zaila egin al zaizu?








.....

- Nahiago al zenuen elkarrizketa aurrez idatzita izatea?

.....

OSATU ELKARRIZKETA



- Z.-  _____
- B.-  _____
- Z.- _____ ?
- B.-  _____ 
- Z.-  !
- B.- _____ ! _____ !
- B.- \$ _____ ?
- Z.- _____
- Z.-  _____
- B.-  _____

ROADMAP OF THE LESSON

3.-AT A SUPERMARKET

3.1.-AT THE BREAD COUNTER

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: bread, a loaf of, a bottle of , milk, eggs, half a dozen of,
- Structures: What would you like? Here you are. Anything else? Could I have...? That'll be. Thank you very much. See you later. Certainly.
- The teachers perform the dialogue (once)
- Objective: Buying some bread

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
Feedback <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to buy some bread what he wants and remember the words he has learnt

AUTOEBALUAZIO ORRIA

- Zein hitz gogoratzen dituzu

.....

- Taberna batean eskatzeko gauza al zara?

.....

- Hitzak ahoskatzea zaila egin al zaizu?

.....

- Nahiago al zenuen elkarrizketa aurrez idatzita izatea?

.....

ROADMAP OF THE LESSON

3.2.-AT THE FISH COUNTER

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: good morning, good afternoon, sir, madam, fillet, cod, anchovies, three.
- Structures: May I help you? How many?
- The teachers perform the dialogue (once)
- Objective: Buying some fish.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to buy some fish and remember the words he has learnt

AUTOEBALUAZIO ORRIA

- Zein hitz gogoratzen dituzu

.....

- Taberna batean eskatzeko gauza al zara?

.....

- Hitzak ahoskatzea zaila egin al zaizu?

.....

- Nahiago al zenuen elkarrizketa aurrez idatzita izatea?

.....

ROADMAP OF THE LESSON

3.3.-AT THE MEAT COUNTER

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: good afternoon, veal, seven, chicken, bye now
- Structures: we wanted, something else? Anything else I can get you? See you tomorrow.
- The teachers perform the dialogue (once)
- Objective: Buying some meat.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to buy some meat and remember the words he has learnt

AUTOEBALUAZIO ORRIA

- Zein hitz gogoratzen dituzu

.....

- Taberna batean eskatzeko gauza al zara?

.....

- Hitzak ahoskatzea zaila egin al zaizu?

.....

- Nahiago al zenuen elkarrizketa aurrez idatzita izatea?

.....

ROADMAP OF THE LESSON

3.4.-AT THE CHECK OUT

PRE-TASK

- Present the situation and the necessary vocabulary
- Show students the photos and have them repeat the words until memorized
- Vocabulary: Cash, credit card, receipt, voucher
- Structures: How will you be paying? Here you are your receipt. Could you sign in here? I'll see you.
- The teachers perform the dialogue (once)
- Objective: Paying at the check out.

TASK

<u>In Pairs</u>	<u>Preparation</u>	<u>Explanation</u>
<ul style="list-style-type: none">• The students complete the task in pairs and the teacher hears the dialogues	<ul style="list-style-type: none">• The teacher helps to correct the completed tasks in oral or written form	<ul style="list-style-type: none">• One of the pairs performs their dialogue in front of the class
<p>Feedback</p> <ul style="list-style-type: none">• Once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own		

Assessment criteria

- The student will be able to pay at the check out and remember the words he has learnt

AUTOEBALUAZIO ORRIA

- Zein hitz gogoratzen dituzu

.....

- Taberna batean eskatzeko gauza al zara?

.....

- Hitzak ahoskatzea zaila egin al zaizu?

.....

- Nahiago al zenuen elkarrizketa aurrez idatzita izatea?

.....

UNIT 2 : BANK TRANSACTIONS

2:30 HOURS



MATERIAL

- VIDEO SEQUENCES
- TEXTS AND FILES
 - Filling gaps, matching questions and answers, putting in order, completing different roles... in a dialogue.
- KEYS
 - At the bank

BANK TRANSACTIONS

INTRODUCTION

GENERAL OBJECTIVE

- To be able to fill in a form with basic personal details
- To follow instructions for the use of a cash dispenser

SPECIFIC OBJECTIVES

- To determine a student's needs spending a time getting work experience in a foreign country

FUNCTIONS

- Identifying yourself: personal details (age, address, education), opening a current account, writing cheques
- Withdrawing money from a bank (from cash dispenser, over the counter).
- Filling out cheques

LANGUAGE

- First name and surnames*, date of birth, address, number, floor, side, city, postcode, province, country, date and signature.
- Steps involved in conducting a transaction at an automatic telling machine
- Instructions for withdrawing flow.
- Instructions for conducting other transactions at an automatic telling machine
- Instructions for writing a cheque

VOCABULARY

New vocabulary which is topic based and directly related to the student's needs.

* In both Euskadi and Spain everybody has two surnames; they acquire both their father's and mother's surname

SUMMARY

4.-PERSONAL DETAILS FILE 30'

5.-AT THE BANK 60'

5.1.-Numbers, time and dates

The included material objective is to give a general view of the numbers (1 to 100), months and dates to enable students to fill in a cheque

5.1.1.- The following material enables students to get the above objective gradually.

a) The days of the week, relating them to the numbers from 0 to 7 30'

b) The months of the year, relating them to the numbers from 1 to 12 30'

c) Revision of the numbers just learnt by relating them to the time (1 to 12).. 30'

d) Learning the numbers from 13 to 30 and then relating them to the time (...five, ten, fifteen/ a quarter past, twenty, twenty five, thirty/ half past) 30'

e) Learning the numbers between 30 and 60 and relating them to public transport timetables: bus, plane, train... 30'

f) Writing the date.

5.2.-Transactions over the counter

5.2.1.-To withdraw money using a cheque

5.2.2.-Renewing a Bus Card

5.2.3.-Applying for a local Younger's Card

5.3.-Transactions at a cash dispenser (putting in the correct order)

5.3.1.-Steps involved in carrying out a transaction

5.3.2.-Instructions for making an inquiry

5.3.3.-Instructions for withdrawing cash

4.-DATU PERTSONALEN FITXA

ATAZA

Datu pertsonalen fitxa bete

Datu pertsonalak	Nortasun Agiria/ Pasaporte zenbakia	Deiturak eta izena	Jaioteguna	Ikasketak

Helbidea	Zenbakia	Oina/Solairua	Eskua
Udalerria Herria	Posta Kodea	Probintzia	

Leku-izena eta data.....

Sinadura

5.-BANKETXEAN

Txartelak

5.1.1 1etik 100erainoko zenbakiak.....30'

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	30
31	32	33	40
50	60	70	80
90	100		

Txekeak euskaraz nola bete • Cómo rellenar los cheques en euskara

- 1 - Onuraduna • Beneficiario/a { I (Xabier Ruiz-i) kontsonantez bukatuz gero • Terminado en consonante.
 Eramailleari • Al portador { Ri (Itziar Ugarte-ri) bokalez bukatuz gero • Terminado en vocal.
- 2 - Euros • Euros

Zenbakiak honela idazten dira • Los números se escriben así:

0: Zero	8: Zortzi	16: Hamasei	30: Hogeita hamar	80: Laurogei	0,50: Berrogeita hamar euro zentimo
1: Bat	9: Bederatzi	17: Hamazazpi	31: Hogeita hamar	90: Laurogeita hamar	15,10: Hamabost eta hamar zentimo
2: Bi	10: Hamar	18: Hamazortzi	32: Hogeita hamabi	99: Laurogeite hemeretzi	1570,50: Mila bostehun eta hirurogeita hamar
3: Hiru	11: Hamalau	19: Hemeretzi	33: Hogeita hamahiru	100: Ehun	eta berrogeita hamar zentimo
4: Lau	12: Hamabi	20: Hoge	40: Berrogei	200: Berrehun	
5: Bost	13: Hamahiru	21: Hogeita bat	50: Berrogeita hamar	300: Hirurehun	
6: Sei	14: Hamalau	22: Hogeita bi	60: Hirurogei	400: Laurehun	
7: Zazpi	15: Hamabost	23: Hogeita hiru	70: Hirurogeita hamar	500: Bostehun	

2 - Data • Fecha

-Urteko hilabeteak hauek dira euskaraz • Estos son los meses del año en euskara

(1) Urtarrila	(3) Martxoa	(5) Maiatza	(7) Uztaila	(9) Iraila	(11) Azaroa
(2) Otsaila	(4) Apirila	(6) Ekaina	(8) Abuztua	(10) Urria	(12) Abendua

Adibidea • Ejemplo
 (Hiriaren izena)..... 2002ko Azaroaren zazpia

Berrehun eta...

$$47:4=$$

$$32 \times 4$$

$$\begin{array}{r} 479 \\ - 28 \\ \hline \end{array}$$

$$\sqrt{324}$$

$$\begin{array}{r} 53 \\ + 61 \\ \hline \end{array}$$

2001eko maiatzaren 14an

■ Eskatu irakasleari ZENBAKIEN IDAZKERAZ ** atal teorikoa eta irakur ezazu. Ondoren, ahalegin zaitetz jarraian agertzen diren zenbakiak letraz idazten:



33
16
90
447
653
903
7.832
.....
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Eure euskarak aurrera egin dezan, erabili ezazu dirukontutan
Cheques en euskara, un paso necesario para normalizar la lengua

 **CAJA LABORAL**
EUSKADIKO KUTXA

Entidad	Oficina	D. C.	Numero de cuenta
CCC	XXXXX	XXXXX	XXXXXX
BAN	ESXX	XXXX	XXXX

Eur //1.570,50-// €

Txeke honen ordeiz

Paguese por este Cheque a

ri ordain

Euros //Mila, bostehun eta hirurogeita hamar eta berrogeita hamar zentimo//

Euro

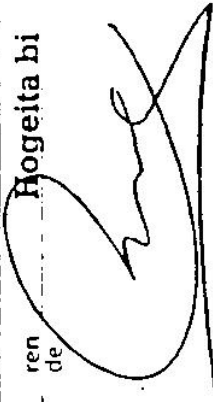
ren de

Hogeita bi

Eguna, letra, idatz eta ekitoria teknologia

Saila AA

Zk. N.º 0.000.000-0 4200 0



Modelo de cheque de CL en Euskara

E. Kren txeke-eredua Euskaraz • Modelo de cheque de CL en Euskara

5.1.1.-Materiala eta ariketak

a) Asteko egunak, 1etik 7ra bitarteko zenbakiekin elkarlotuz.....30'

1 astelehena	2 asteartea	3 asteazkena	4 osteguna
5 ostirala	6 larunbata	7 igandea	

b) Hilak, 1etik 12ra bitarteko zenbakiekin elkarlotuz 30'

1 urtarrila astelehena	2 otsaila asteartea	3 martxoa asteazkena	4 apirila osteguna
5 maiatza ostirala	6 ekaina larunbata	7 uztaila igandea	8 abuztua ...
9 iraila ...	10 urria ...	11 azaroa ...	12 abendua ...

NEGUA

_ RR _ _

_ TS _ _ L _

M RTX _ _

UDABERRIA

_ P _ R _ L _

M _ _ _ T Z _

_ K _ _ N _

UDA

_ Z T _ _ L _

_ B _ Z T _ _

_ R _ _ _ L _

UDAZKENA

_ R R _ _ _

_ Z _ R _ _ _

_ B _ N D _ _ _

c) Ikasitako zenbakiak errepasatu orduekin elkarlotuz (1 to 12).....30'

Zer ordu da? da.

1:00

2:00

3:00

4:00

5:00

6:00

7:00

8:00

9:00

10:00

11:00

12:00

d) 13tik 30era bitarteko zenbakiak ikasi eta hau egin ondoren orduekin lotu (...bost, hamar, hamabost/ eta laurden, hoge, hogeita bost, hogeita hamar/ eta erdiak)... 30'

Zer ordu da?



Galderak eta erantzunak:

A ikasleak: Erlojua seinalatuz galdetzen dio: “Zer ordu da?”

B ikasleak: Erantzuten dio



A

B

C

D

E



F

G

H

I

Idatzi erlojuek duten ordua

+5

+10

+15
+1/4

+20

+25

+30
+1/2

-25

-20

-15
-1/4

-10

-5

e)30etik 60ra bitarteko zenbakiak ikasi eta elkarlotu garraio publikoen ordutegiarekin: autobusa, hegazkina, tren...30'

13:00

14:00

15:00

16:00

17:00

18:00

19:00

20:00

21:00

22:00

23:00

24:00

Erloju digitalak: minutuak

+40

+45

+50

+55

Ordua



Ordu biak eta bost Bostak hogeit gutxi



zazpiak



lau eta erdiak



hamarrak laurden
gutxi



hamaikak eta
hamar



hirurak hogeit
gutxi



ordu bata eta
laurden



bederatzia eta
hogeit



hamarrak



zazpiak eta
hogeita bost



seik bost gutxi

Galderak eta erantzunak:

A ikasleak: Erlojua seinalatuz galdetzen dio: “Zer ordu da?”

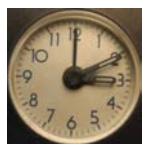
B ikasleak: Erantzuten dio



A



B



C



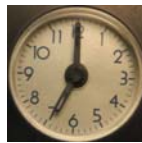
D



E



F



G



H



I

Idatzi erlojuek adierazten duten ordua

5.2.-Banketxeko leihatilan eragiketak egiten

5.2.1.-Taloitegia erabiliz dirua ateratzea

ATAZA

Leihatilan, taloitegia erabiliz (txekea), dirua ateratzea (eramaileari, izendunari)

- A.-Egun on
- B.-Egun on
- A.-Txeke hau kobratu nahi dut
- B.-Utziko al didazu pasaporte/ NA mesedez
- A.-Hemen duzu/Tori
- B.-Hemen duzu zure dirua
- A.-Eskerrik asko.
- B.-Ez horregatik
- A.-Agur
- B.-Agur

5.2.2.-Bonobus –txartela kargatu

ATAZA

Leihatilan, bonobus-txartela kargatzea

- A.-Egun on
- B.-Egun on
- A.-Bonobus-txartela kargatu nahi dut
- B.-Utziko al didazu pasaporte/ NAmesedez?
- A.-Hemen duzu/Tori
- B.-Zenbat diru sartu nahi duzu?
- A.-Hogei euro, mesedez
- B.-Hemen duzu zure bonobus-txartela
- A.-Eskerrik asko
- B.-Ez horregatik
- A.-Agur
- B.- Agur

5.2.3.-Leihatilan, gazte-txartela ateratzea

ATAZA

Leihatilan, gazte-txartela ateratzea:

- A.-Egun on
- B.-Egun on
- A.-Gazte txartela atera nahi dut.
- B.- Utziko al didazu pasaportea/ NA mesedez?
- A.-Hemen duzu.
- B.-Sinatu hemen mesedez
- A.-Agur.
- B.-Agur.

Leihatilan, gazte-txartela ateratzea:

ATAZA

- A.-Egun on
- B.-Egun on
- A.-Gazte txartela atera nahi dut.
- B.-Zure datu pertsonalak behar ditut. Bete fitxa hau mesedez

Datu pertsonalak	Nortasun Agiria /Pasaporte zenbakia	Deiturak Eta izena	Jaioteguna	Ikasketak

Helbidea	Zenbakia	Oina/Solairua	Eskua
Udalerria Herria	Posta Kodea	Probintzia	

- A.-Hemen duzu
- B.-Oso ondo. Hemendik astebetera izango duzu zure etxean

Maila ertaina

5.3.-Kutzazainean, instrukzioak ordenatu

ATAZA

5.3.1.-Kutzazainean, eragiketa baten zirkuitua:

- Bezeroa kutxazainera hurbiltzen da bere txartelarekin
- Bere gako pertsonala edo identifikazio-zenbakia tekleatu beharko du
- Eragiketa egingo da, kasu bakoitzean prozedura jakin bat jarraituz
- Kutzazainak errezibo bat prestatuko du, eta egindako eragiketaren berri eman
- Eragiketa horrek komisio batzuk sortuko ditu, sistemak berak kalkulatu eta kobratuko dizkionak
- Txartela itzuliko dio bezeroari
- Txartela kutxazainean sartzen da
- Kutzazainak eragiketa hori baimendu edo atzera botako du
- Zein eragiketa egin aukeratuko du

ATAZA

5.3.2.-Kutzazainean, kontsulta bat egiteko instrukzioak

- Teklea ezazu zure identifikazio pertsonalaren zenbakia
- Mesedez, har itzazu zure txartela eta eragiketaren egiaztatzea
- Zure esanetara gauzkazu eguneko 24 orduetan
- Beste eragiketarik egin nahi al duzu? BAI/ EZ
- Teklea ezazu nahi duzun eragiketa-mota (kontsulta)
- Eskerrik asko zerbitzu hau erabiltzeagatik

5.3.3.-Kutzazainean, dirua ateratzeko instrukzioak

- Teklea ezazu zure identifikazio pertsonalaren zenbakia
- Teklea ezazu atera nahi duzun zenbatekoa
- Zure egiaztatzea nahi al duzu?
- Mesedez, har ezazu zure dirua
- Zure esanetara gauzkazu eguneko 24 orduetan
- Teklea ezazu nahi duzun eragiketa mota (dirua ateratzea)
- Zure eragiketa egiten ari da
- Mesedez, har ezazu zure txartela
- Teklea ezazu kontu-mota (kontu korrontea/aurrezkia; kreditu-txartelaren kontua)
- Mesedez, har ezazu zure egiaztatzea

ZUZENKETAK

2.-TABERNAN

A.-ZERBITZARIA

B.-BEZEROA

A.-KAIXO

B.-KAIXO

A.-ZER NAHI DUZU

B.-TORTILLA PINTXO BAT ETA ARDOA

A.-TORI

B.- Mmm! ZEIN ONA !

A.-ZENBAT DA?

B.-5 (BOST)EURO

A.-AGUR

B.-AGUR

Oharra: Euskaratzean kontuan izan dugu ingelesezko jatorrizko testua. Irakasleak egokitu beharko du nahi izanez gero, tokian tokiko egoera eta ohituretara. Alegia, hizkuntza errealera.

3.-SUPERMERKATUAN

3.1.-OKINDEGIAN

A.-OGI-SALTZAILEA

B.-BEZEROA

A.-KAIXO

B.-KAIXO

A.-ZER NAHI DUZU

B.-BARRA BAT OGI ETA BOTILA BAT ESNE, MESEDEZ

A.-TORI

A.-BESTERIK

B.-BAI, DOZENA BAT ARRAUTZA

A.-NOSKI, TORI

B.-ZENBAT DA?

A.-5 (BOST) EURO

B.-TORI. ESKERRIK ASKO

A.-AGUR

B.-AGUR

3.2.-ARRANDEGIAN

A.-ARRAIN-SALTZAILEA

B.-BEZEROA

A.-EGUN ON

B.-EGUN ON

A.-ZER NAHI DUZU

B.-BAKAILUA XERRATAN NAHIKO NUKE

A.- ZENBAT

B.-HIRU MESEDEZ

A.-HEMEN DITUZU/TORI

A.-BESTERIK

B.-BAI, DOZENA BAT ANTXOA MESEDEZ

A.-TORI

A.-BESTERIK?

B.-EZ, ESKERRIK ASKO

A.-ZENBAT DA

B.-6 (SEI) EURO, MESEDEZ

A.-TORI/HEMEN DUZU

B.-ESKERRIK ASKO

A.-AGUR

B.-AGUR

3.3.-HARATEGIAN

A.-HARAKINA

B.-BEZEROA

A.-ARRATSALDE ON!

B.-ARRATSALDE ON!

A.-ZER NAHI DUZU

B.-TXAHAL XERRAK NAHIKO NITUZKE

A.-ZENBAT

B.-LAU , MESEDEZ

A.-TORI/HEMEN DUZU

A.-BESTERIK?

B.-BAI, MESEDEZ, OILASKO BAT

A.-HEMEN DUZU/TORI

A.-BESTERIK?

B.-EZ, ESKERRIK ASKO

A.-ZENBAT DA?

B.-7 (ZAZPI) EURO

A.-TORI

B.-ESKERRIK ASKO

A.-AGUR ETA BIHAR ARTE

B.-AGUR

3.4.-BANKETXEAN

A.-BANKETXEAN LANGILEA

B.-BEZEROA

A.-EGUN ON /ARRATSALDE ON!

B.-EGUN ON/ARRATSALDE ON!

A.-NOLA ORDAINDU NAHI DUZU? TXARTELAREKIN EDO DIRUTAN

B.-TXARTELAREKIN, MESEDEZ

A.-TORI, ORDAINAGIRIA, SINATU ETA IDATZI ZURE IZENA HEMEN MESEDEZ

B.-TORI/HEMEN DUZU ZURE EGIAZTAGIRIA

A.-ESKERRIK ASKO, IKUSI ARTE/BESTE BAT ARTE

B.-AGUR

A.-AGUR

ATAZA

4.- DATU PERTSONALAK BETE

Datu pertsonalak	Nortasun Agiria/ Pasaporte zenbakia	Deiturak eta izena	Jaioteguna	Ikasketak

Helbidea	Zenbakia	Oina/Solairua	Eskua
Udalerria Herria	Posta Kodea	Probintzia	

Leku-izena eta data.....

Sinadura

5.3.-Kutzazainean, instrukzioak ordenatu

ATAZA

5.3.1.-Kutzazainean, eragiketa baten zirkuitua:

- 1.-Bezeroa kutxazainera hurbiltzen da bere txartelarekin
- 2.-Txartela itzuliko dio bezeroari
- 3.-Bere gako pertsonala edo identifikazio-zenbakia tekleatu beharko du
- 4.-Zein eragiketa egin aukeratu du
- 5.-Kutzazainak errezibo bat prestatuko du, eta egindako eragiketaren berri eman
- 6.-Eragiketa egingo da, kasu bakoitzean prozedura jakin bat jarraituz
- 7.-Eragiketa horrek komisio batzuk sortuko ditu, sistemak berak kalkulatu eta kobratuko dizkionak
- 8.-Kutzazainak eragiketa hori baimendu edo atzera botako du
- 9.-Txartela kutxazainean sartzen da

ATAZA

5.3.2.-Kutzazainean, kontsulta bat egiteko instrukzioak

- 1.-Teklea ezazu zure identifikazio pertsonalaren zenbakia
- 2.-Teklea ezazu nahi duzun eragiketa-mota (kontsulta)
- 3.-Beste eragiketarik egin nahi al duzu? BAI/ EZ
- 4.-Mesedez, har itzazu zure txartela eta eragiketaren egiaztagiria
- 5.-Eskerrrik asko zerbitzu hau erabiltzeagatik
- 6.-Zure esanetara gauzkazu eguneko 24 orduetan

5.3.3.-Kutzazainean, dirua ateratzeko instrukzioak

- 1.-Teklea ezazu zure identifikazio pertsonalaren zenbakia
- 2.-Teklea ezazu nahi duzun eragiketa mota (dirua ateratzea)
- 3.-Teklea ezazu kontu-mota (kontu korrontea/aurrezkia; kreditu-txartelaren kontua)
- 4.-Teklea ezazu atera nahi duzun zenbatekoa
- 5.-Zure eragiketa egiten ari da
- 6.-Zure egiaztagiria nahi al duzu?
- 7.-Mesedez, har ezazu zure txartela
- 8.-Mesedez, har ezazu zure dirua
- 9.-Mesedez, har ezazu zure egiaztagiria
- 10.-Zure esanetara gauzkazu eguneko 24 orduetan